



**2026-2027 Respiratory Care Program  
Student Handbook**

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## **2026-27 Respiratory Care Program Student Handbook**

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### **1. Introduction and Program Overview**

#### **1.1 Message from the Program Director**

Welcome to the Metropolitan Community College Respiratory Care Program! As the Program Director, I am delighted to have you join our life-changing educational community and embark on this meaningful journey toward becoming a skilled and compassionate respiratory care practitioner. You are now a valued member of the Respiratory Care Wolfpack, and we look forward to supporting your growth, learning, and success throughout your time with us.

#### **Program Vision**

Our vision is to prepare entry-level respiratory care practitioners who are competent, professionally committed, and equipped to excel as leaders in their communities. We strive to cultivate a diverse learning environment founded on ethical practice, evidence-based medicine, and inclusive excellence. Our graduates will be ready to provide ethical patient care, assume leadership roles, promote cardiopulmonary health, and positively influence the quality of health care delivery in a variety of practice settings.

This program is designed to challenge and inspire you as you develop the skills, knowledge, and values required to succeed in respiratory care. Our dedicated faculty and staff are here to support your academic and personal journey every step of the way. We encourage you to engage fully, seek learning opportunities, and connect with peers and mentors. Remember that your commitment and perseverance will not only shape your future but also impact the lives of countless patients and families. Embrace this opportunity and know that the entire team is invested in your success.

#### **1.2 Purpose of the Handbook**

The student handbook serves as a vital resource for students throughout their time in the Respiratory Care Practitioner program. It provides clear guidance on academic policies, program requirements, codes of conduct, and essential contacts, helping students navigate every stage of their education. By outlining expectations, procedures, student support services, and important timelines, the handbook empowers students to make informed decisions, understand their responsibilities, and access the tools needed for personal and academic success. Students are encouraged to refer to the handbook regularly to ensure they meet program standards, resolve questions proactively, and take advantage of the many opportunities and resources available to them as members of the program.

All academic and program policies apply to all students and faculty regardless of location of instruction.

#### **1.3 Program Accreditation Information**

Metropolitan Community College is currently in the process of seeking Committee on Accreditation for Respiratory Care (CoARC) accreditation for the respiratory care program. However, Metropolitan Community College can provide no assurance that accreditation will be granted by the CoARC.

For more information, please contact:

Commission on Accreditation for Respiratory Care (CoARC)

264 Precision Blvd

Telford, TN 37690

Phone: (817) 283-2835

<https://coarc.com>

## 1.4 Description of the Program and Areas of Study

The Respiratory Care Program at Metropolitan Community College (MCCCKC) is designed to develop skilled, ethical, and well-rounded respiratory care practitioners equipped for entry-level roles and professional advancement. The program ensures graduates are competent in-patient care, leadership, and health advocacy.

### Program Scope

The curriculum offers a comprehensive education that integrates scientific, clinical, and ethical principles of respiratory care. Students learn to deliver ethical care, perform evidence-based assessments, and promote respiratory health across various patient populations and healthcare settings.

### Academic Structure

The Bachelor of Applied Science in Respiratory Care utilizes a sequenced progression of coursework, blending classroom learning, laboratory skill-building, and clinical practice. Students must complete each semester's courses with a minimum grade of C to progress. The academic path includes:

- Didactic lectures complemented by digital and physical learning materials
- Hands-on laboratory and simulation experiences
- Supervised clinical rotations in healthcare settings equipped with current technologies
- Ongoing evaluation through exams, skill demonstrations, and clinical feedback

Completion of the 120-credit hour curriculum provides eligibility for graduation and professional credentialing, supporting success in both patient care and leadership roles within the profession.

## 1.5 Program Learning Outcomes

### Program Goals

The program goals include:

- To prepare graduates with demonstrated competence in the cognitive (knowledge), psychomotor (skills), and affective (behavior) learning domains of respiratory care practice as performed by registered respiratory therapists (RRTs).
- To prepare leaders for the field of respiratory care by including curricular content with objectives related to the acquisition of skills in one or more of the following: management, education, research and advanced clinical practice (which may include an area of clinical specialization).

### Institutional Learning Outcomes

- The student will be able to evaluate and apply information gathered from observation, experience, reflection, reasoning, or communication.
- The student will be able to access and apply information from multiple sources, evaluating the accuracy and credibility of each, with appropriate documentation.
- The student will be able to use receptive and productive skills to interpret, synthesize, and integrate ideas of their own with those of others.

### Program Learning Outcomes

- Students will use intellectual inquiry to gain a better understanding of, and contribute to, current knowledge of respiratory care practice.
- Students will critically appraise respiratory disease manifestations and the related processes and actions that are relevant to prevent, diagnose, and treat patients by performing evidence-based practices, in combination with quality research with clinical expertise.

- Students will build a strong and sustainable foundation of inclusive excellence and social responsibility to provide care without discrimination on any basis, with respect for the rights and dignity of all individuals.

## 1.6 Career Pathways

Graduates of the Respiratory Care Program have access to a wide range of career options and professional opportunities across healthcare and related industries. These include both direct patient care roles and specialized or leadership positions.

### Common Career Options

- Registered Respiratory Therapist (RRT) in hospitals, clinics, and emergency departments
- Neonatal and pediatric respiratory care specialist
- Adult critical care therapist in intensive care units
- Surface and air transport respiratory therapist for ambulance and flight teams
- Pulmonary rehabilitation specialist
- Sleep disorders (polysomnography) technologist
- Home care respiratory therapist providing residential patient support
- Pulmonary diagnostics laboratory professional

### Professional Opportunities

- Clinical leadership roles such as shift supervisor, department manager, or case manager
- Faculty or instructor positions in respiratory care education programs or continuing education
- Research roles contributing to clinical studies, quality improvement, and evidence-based practice
- Corporate positions in sales, product development, or technical support for medical equipment manufacturers
- Self-employment opportunities, including respiratory home care businesses or consulting

The field continues to grow and evolve, offering advancement potential and stability for respiratory care professionals. Career growth may include opportunities to specialize further, pursue graduate degrees, or branch out into healthcare administration, education, or industry positions.

## 2. Admission and Enrollment

### 2.1 Program Eligibility Requirements

Admission to the Respiratory Care Program is selective and based on several academic and professional criteria, as well as adherence to key policies and regulations.

#### Admission Criteria

- General admission to Metropolitan Community College is required.
- Applicants must have completed all prerequisite coursework with a cumulative GPA of 2.0 or higher and earned at least a “C” grade in each required course.
- All elective and prerequisite coursework must be successfully completed prior to starting the program.
- The program uses a points-based ranking system to evaluate and select applicants. Meeting minimum admission requirements does not guarantee program acceptance.
- Students must meet health, immunization, and criminal background check requirements before beginning any clinical coursework.
- All clinical and academic compliance requirements must be maintained to remain enrolled in the program.

#### Policies, Procedures, and Regulations

- Students must complete all program courses with a grade of “C” or higher for progression and graduation.
- Failure to comply with health, immunization, background checks, or clinical orientation requirements will result in ineligibility for clinical courses and may lead to program dismissal.
- Students are required to follow codes of academic honesty, professional conduct, and program-specific dress and safety policies.

- Attendance, participation, and ethical behavior in both classroom and clinical settings are mandatory, and violations can result in dismissal.
- Leaves of absence, withdrawals, and requests for readmission involve additional documented procedures and may require further petitions or remediation plans.
- The program adheres to federal, state, and college non-discrimination and accessibility standards in all aspects of admissions and instruction.

These requirements and policies ensure the safety, professionalism, and academic achievement of all students and help maintain the high standards expected of healthcare professionals.

## Immunizations

All requirements must be completed prior to the start of the Respiratory Therapy Program and maintained/updated throughout the duration of the program. Students who fail to maintain compliances will be placed on clinical probation and a CPI will be completed. MCC due dates regarding compliance overrides the given dates by Clinical Student. All Respiratory Therapy students are required to provide up-to-date official documentation of the following. Students must maintain complete and current health information on file with Clinical Student. Clinical Student must approve this documentation for it to be accepted. Additionally, students are required to keep paper copies of their documents.

- Chickenpox (varicella) – positive IgG titer or two (2) immunizations
- TB screening on admission and annual TB testing, per clinical orientation manual
- Series of three (3) Hepatitis B vaccinations and positive antibody titer or signed waiver • Tetanus-Diphtheria acellular– Pertussis; cannot be over ten (10) years old
- Measles, Mumps, Rubella – positive IgG titer/s or two (2) immunizations
- Copy of health insurance card or waiver
- Color blindness screening
- Covid-19 vaccination (Clinical sites that are required in the respiratory therapy program do not allow or accept exemptions).

Students who fail to maintain compliance will not be permitted to attend clinical(s) (including participation in virtual Hospital, and other clinical related activities such as health fairs, flu clinics, etc.) and will be placed on clinical probation for noncompliance.

If a student remains out of compliance prior to the first clinical day, the student will receive a clinical failure. If a student has a flagged background check and/or a flagged drug screen, MCC Penn Valley Clinical Compliance Officer and the respective Program Coordinator will determine a plan of action. This may result in revocation or immediate dismissal from the respiratory therapy program. Since most organizations have an organizational compliance plan and are required to adhere to all federal, state, local laws and regulations, students are responsible for maintaining compliance via Clinical Student throughout the duration of the program.

- [6.10013 DP Transfer Credit](#)
- [6.10014 DP Academic Forgiveness](#)
- [6.10015 DP Credit for Prior Learning](#)

## MCCCK Medical/Discretionary Withdraw

Metropolitan Community College (MCC) allows students to request a medical or discretionary withdrawal if they have extraordinary personal reasons that prevent them from continuing their classes. The dean of students reviews requests and determines if the withdrawal is appropriate.

Students terminating enrollment by withdrawal from the Respiratory Care Program shall notify the Admission's Office and verify that they have completed the following:

- Returned all school-owned books and equipment
- Paid all bills
- A Financial Aid Exit conference, if applicable

- A withdrawal form for the admissions office
- An Exit interview with the Director of the Respiratory Care Program

## **Program Readmission**

Respiratory Care courses are offered only once per year. Therefore, to complete the course(s) in proper sequence, a leave of absence and permission to re-enter the program will be required, usually involving a leave of one year. A student who has discontinued the Respiratory Care major course sequence (for any reason) must submit a “Respiratory Care Program Readmission Petition Form” (located in Appendix C) to be considered for readmission to the Respiratory Care major. The Respiratory Care faculty reserves the right to examine extenuating circumstances in each case.

### **Readmission to the Respiratory Care Program will be evaluated as following:**

1. Re-admission petition forms must be submitted at least one semester before the desired re-entry semester.
  - a. You must have a 2.0 GPA or greater overall GPA and meet the C grade minimum requirements in Respiratory Care major and Respiratory Care required supporting courses.
2. Remediation of conditions that previously stopped your progress must be addressed
3. Re-admission petitions are considered by the Respiratory Care Faculty as a whole, and will be evaluated and ranked by the following criteria:
  - a. The readmission form must be completed.
  - b. Accountability, insight, and plans relating to the issues and causes of the events leading to the need for re-admittance - as evidenced in the petition for re-admission.
  - c. Re-entry to the Respiratory Care Program may require repeating one or more previously completed courses and/or successful completion of an Independent Study course prior to re-admission to establish safe clinical practice skills.
  - d. A plan to re-enter the Respiratory Care Program for the purpose of repeating a course may be developed by the Respiratory Care core faculty. This plan may include but is not limited to repeating or auditing additional courses and/or demonstrating clinical skills prior to continuing with full-time clinical experiences.
  - e. The final course grade achieved in the repeated course will be used by the Office of the Registrar in re-calculating the student’s overall grade point average, however, the original grade will also remain on the student’s transcript.
4. Re-admission to the Respiratory Care Baccalaureate Degree major is allowed only once with exceptions as identified by institutional policy.

## **2.2 Program Application Process**

To apply for the Bachelor of Applied Science in Respiratory Care at Metropolitan Community College, here are the steps with additional clarification about post-acceptance requirements:

### **Application Steps**

1. Apply to MCC  
Complete the general MCC application at [www.mcckc.edu/apply-now](http://www.mcckc.edu/apply-now).
2. Submit Official Transcripts  
Send official transcripts from all previous colleges to MCC Student Data Center (physical or electronic submission is accepted).
3. Complete Prerequisite Coursework  
Have completed or be enrolled in all required prerequisites (minimum prerequisite GPA 2.0, grade of C or higher).

4. Fill Out Major Application  
Complete the Respiratory Care Major application form.
5. Selective Admissions  
Admission is competitive and based on a points system that includes academic performance, prerequisite grades, health-related experience, and interview scores.
6. Interview  
Participate in the program interview and scoring process if selected.
7. Acceptance Notification and Onboarding  
If accepted, all required clinical compliance documents—such as health records, immunizations, criminal background check, drug screen, CPR documentation, and other onboarding items—must be completed before students are allowed to begin clinical rotations.

## Deadlines & Required Documents

Applications and supporting documents must be submitted between **September 15 and April 1**.

- *Submit all materials during this window. Late or incomplete applications are not considered.*
- Official college transcripts and the completed major application are mandatory for review.

Acceptance is contingent upon fulfillment of all academic and compliance requirements before the program start date and completion of post-acceptance compliance items for clinical eligibility.

## 3. Faculty and Staff Directory and other Key Offices

### 3.1 Instructor Contact Information, Office Hours, and Availability

Office hours for each instructor will be posted within Canvas and announced at the beginning of each semester. Appointments can also be requested by email or phone for additional availability. Instructor office hours and availability will be clearly posted within Canvas and announced at the beginning of each semester. This ensures students can easily access updated contact information and instructor schedules.

Name	Title	Email	Phone	Office Location
Rebecca Paulsen, MSRC, RRT-NPS	Program Director	<a href="mailto:Rebecca.Paulsen@mcckc.edu">Rebecca.Paulsen@mcckc.edu</a>	816-604-4815	Health Science Institute (HSI), MCC-Penn Valley 410K
Amber Hendrickson, MSRC, RRT-ACCS	Clinical Education Director	<a href="mailto:Amber.Hendrickson@mcckc.edu">Amber.Hendrickson@mcckc.edu</a>	816-604-4813	Health Science Institute (HSI), MCC-Penn Valley
Dr. Chris Formen	Medical Director	Contact through program office		

### 3.2 Staff Contact Information

Rebecca Paulsen, Program Director  
Email: [Rebecca.Paulsen@mcckc.edu](mailto:Rebecca.Paulsen@mcckc.edu)  
Phone: 816-604-4815

Amber Hendrickson, Clinical Education Director  
Email: [Amber.Hendrickson@mcckc.edu](mailto:Amber.Hendrickson@mcckc.edu)  
Phone: 816-604-4813

Nicole Fuller, Division Chair  
Email: [Nicole.Fuller@mcckc.edu](mailto:Nicole.Fuller@mcckc.edu)  
Phone: 816-604-4813

Dr. Craig Haile, Dean of Health Science  
Email: [Craig.Haile@mcckc.edu](mailto:Craig.Haile@mcckc.edu)  
Phone: 816-604-5418

Susan Michaud, Administrative Assistant Senior  
Email: [Susan.Michaud@mcckc.edu](mailto:Susan.Michaud@mcckc.edu)  
Phone: 816-604-4232

Sarah Hardison, Student Success Advisor  
Email: [Sarah.Hardison@mcckc.edu](mailto:Sarah.Hardison@mcckc.edu)  
Phone: 816-604-4014

### 3.3 Contact Information for Key Offices

Directory of essential offices for Metropolitan Community College:

Registrar

Email: [registration@mcckc.edu](mailto:registration@mcckc.edu)

Phone: 816-604-1000

Career Services

Email: [careerservices@mcckc.edu](mailto:careerservices@mcckc.edu)

Phone: 816-604-4017

Financial Aid

Email: [financialaid@mcckc.edu](mailto:financialaid@mcckc.edu)

Phone: 816-604-1000

These offices assist with student enrollment, financial support, and career planning resources for all students in the Respiratory Care Program. Office hours and additional service details can be found on the college website or by calling for current availability.

## 4. Student Support Services

### 4.1 Advising

Advising services for students in the Respiratory Care Program are designed to support academic planning, course selection, and degree progress throughout the program.

Students are assigned a dedicated Student Success Advisor and advising appointments can cover topics such as degree planning, transfer questions, graduation audits, and referrals to campus or community resources.

Program faculty are also available for mentoring and coaching. Instructors maintain regular office hours (posted in Canvas and at the beginning of each semester) and are accessible for advice on academic progress, remediation, and career guidance. Students experiencing academic challenges may receive additional support through individualized success planning or referral to tutoring and counseling services.

To coordinate accommodations related to disabilities, students should contact Disability Support Services at 816-604-4293. Support is tailored to individual needs and is intended to promote student achievement from entry through graduation.

### 4.2 Career Services

Career services available to students at Metropolitan Community College include assistance with resumes, interview preparation, and job placement support.

Students can access career exploration and employment tools such as:

- **Handshake:** A platform for exploring career options, finding jobs and internships, and connecting with employers.
- **Career Coach:** Takes an assessment to match students' skills and personality to potential careers and MCC programs, helps with resume writing and hosting, and browsing MCC-exclusive job opportunities.
- **My Next Move:** Provides an in-depth personality assessment for career planning based on preferences.
- **Big Interview:** Offers mock interview practice tailored to students' majors or fields of interest.

These services aim to help students discover career goals, develop job search skills, and successfully transition to the workforce after graduation. Career workshops, job fairs, and one-on-one coaching are typically available through MCC's Career Experiences office.

### 4.3 Counseling Services

Students at MCC Kansas City Penn Valley have access to free, confidential counseling services on campus and through online options. In-person counseling is provided by licensed professionals and can be scheduled by calling 816-604-1000 or visiting the counseling office on campus. These services support students with concerns including mental health, stress, academic challenges, relationships, and crisis intervention.

For online support, MCC partners with platforms like BetterMynd to offer virtual counseling sessions at flexible times, including evenings and weekends. Students can access one-on-one teletherapy, 24/7 emotional support, workshops on wellness topics, and crisis assistance. Counseling can be tailored to match a student's language, background, or special needs.

Wolf Wellness provides additional self-help and mental health resources. Students can utilize these in addition to direct counseling appointments as needed throughout their academic journey.

## 4.4 Tutoring and Academic Support

Metropolitan Community College Penn Valley offers a range of tutoring, study support, and remediation resources to enhance student success in the Respiratory Care Program.

### Tutoring and Study Support

- Free peer and professional tutoring is available through the campus Learning Resource Center and Academic Computer Lab for subjects including science, math, and respiratory care content.
- Study groups are encouraged; faculty recommend participation and organization of peer-led groups for exam preparation, lab practice, and ongoing coursework support.
- Instructors maintain open office hours (posted in Canvas and at the beginning of each semester) for personalized learning assistance, academic coaching, and review sessions.
- The library provides additional reference materials, study guides, and online modules to support respiratory care students.

### Remediation and At-Risk Student Support

#### Course Remediation

- If a faculty member has a concern about a student's professional performance (e.g., student conduct, professional behaviors) they will first discuss the specific problems observed with the student.
- The faculty will develop a remediation plan with the student.
- A summary of the discussion will be placed in the student's file. If the student continues to demonstrate unsatisfactory professional behaviors after informal feedback, the faculty member will document it on the contract for Continuous Performance Improvement (Appendix D) and discuss it with the student.
- A copy of the CPI feedback will be placed in the student's file and the faculty member will inform the RC Program Director.
- If the remediation plan is not upheld, the RC Program Director will meet with both the student and faculty member to develop a remediation plan, which could include the student being put on probation.

#### Clinical Competency Remediation

- When a student consistently struggles to apply psychomotor & cognitive skills to complete a mastery competency, the clinical preceptor will nominate the student for remediation.
- The instructor should include comments identifying the procedure requested, i.e., ABG sampling, Trach Care, etc.
- The clinical preceptor will notify the student during the daily evaluation.
- The student will make an appointment with the program faculty for remediation. The student is responsible for reviewing the procedure *before* remediation.
- Respiratory Care faculty will remediate with the student.

#### Policies and Procedures

- Students must maintain a minimum course grade of C (75%) to advance each semester. Receiving a C- or lower in any required course may result in dismissal or the need for a full program readmission process.

- Withdrawal, leave of absence, and readmission procedures include documentation and remediation requirements. Reentry may require repeating courses, additional independent study, or proof of improved competency.
- Academic integrity, attendance, and professionalism are strictly enforced according to college and program policies to maintain an effective learning environment.

These support systems are in place to help students persist through academic challenges, develop competency, and achieve successful, on-time program completion.

- [7.40020 DR Academic Intervention](#)

## 4.5 Financial Aid and Scholarship Opportunities

A range of financial resources are available to students, including federal and state aid, scholarships, and institutional grants. Eligibility for these programs varies, but typically requires U.S. citizenship or eligible non-citizen status, a high school diploma or GED, satisfactory academic progress, and enrollment in a degree-granting program.

### To apply for financial assistance:

1. Complete the Free Application for Federal Student Aid (FAFSA) as early as October 1 each year at [fafsa.gov](https://fafsa.gov), using MCC's school code.
2. Submit required documents requested by the MCC Financial Aid Office, such as tax transcripts, verification forms, or proof of residency.
3. Check your MCC student account for financial aid notifications, document requests, and award details.
4. Explore scholarship opportunities through the MCC Scholarship Portal and apply by posted deadlines; criteria may include GPA, demonstrated financial need, community involvement, or program-specific goals.

Students must remain enrolled at least half-time and maintain satisfactory academic progress to remain eligible for aid. Recipients are expected to manage funds responsibly, use aid only for educational costs, and report any outside scholarships or changes to enrollment.

Procedures also include required financial aid exit counseling for students withdrawing or graduating, and refund calculations for students who drop courses before a specified date. Students found in violation of federal, state, or college aid policies may lose eligibility or be required to return funds. Additional support for applying and reapplying each year is available through campus financial aid staff or online resources.

- [7.25020 BP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25020 DP Satisfactory Academic Progress of Financial Aid Recipients](#)
- [7.25050 DP Satisfactory Academic Progress of Veterans Benefits Recipients](#)
- [7.30000 BP Student Financial Aid](#)

## 5. Academic Policies and Expectations

### 5.1 Academic Integrity and Code of Conduct

The Respiratory Care Program enforces strict standards for honesty and professional conduct. Academic honesty requires all work to be original unless otherwise stated; using unauthorized assistance, plagiarism, or cheating is strictly prohibited in all assignments, projects, exams, and clinical activities. Students must credit all sources appropriately and may not submit work produced by artificial intelligence unless explicitly permitted by the instructor.

Plagiarism includes presenting another person's work, words, or ideas as one's own without proper citation. This applies to written assignments, laboratory reports, presentations, and online submissions. Any form of academic dishonesty is a violation of the Code of Student Conduct.

Disciplinary actions for dishonesty or plagiarism may include failing the specific assignment or exam, failing the course, placement on academic probation, or immediate dismissal from the program. All violations are formally documented and reviewed by the Program Director, Division Chair, and/or Dean. Students are entitled to appeal or grievance

procedures as described in the Student Code of Conduct. Policy enforcement maintains the integrity of the academic environment and the respiratory care profession.

- 6.10010 BP Academic Standards
- 6.10011 DP Grading Standards, Coursework and Final Examination
- 6.10012 DP Grade Change
- 6.10014 DP Academic Forgiveness
- 7.20000 BP Student Rights and Responsibilities
- 7.35010 BP Code of Student Conduct
- 7.35010 DP Code of Student Conduct
- 7.40010 BP Freedom Due Process and Disciplinary Action

## **Program Dismissal**

In addition to grounds specified in the Code of Student Conduct, grounds for dismissal shall also include, but not be limited to:

- Student inability to sufficiently master the competencies of the course.
- Conduct detrimental to the best interest of the patient/client, the program, the college, and the clinical facilities.
- Student behavior that is disruptive to patient/client care and /or diminishes the quality of care.
- Unsafe respiratory therapy practice
- Program dismissal will result as a consequence of receiving a C- or lower grade evaluation in any Respiratory Care program required supporting course.
- Program dismissal will result as a consequence of receiving a C- or lower grade evaluation in any Respiratory Care course or discontinuing the Respiratory Care course sequence (for any reason) for more than one semester.
- Cheating and/or academic dishonesty
- Program dismissal will result if the student cannot meet Missouri criminal background requirements for practice with vulnerable patients.
- Program dismissal will result if the student violates clinical affiliate requirements, standards, or procedures.

The recommendation for dismissal from the respiratory care program based on overall academic performance, conduct, unsafe respiratory practice, or failure to meet the essential abilities will be reviewed by the Respiratory Program Coordinator, Division Chair, and/or Dean of Health Sciences Institute in this written order. Written notification will be sent to the student by the Program Coordinator. Should the student disagree with the decision, the student may follow the MCC Code of Conduct.

## **5.2 AI Usage**

Guidelines for acceptable use of artificial intelligence (AI) in coursework require that students use AI strictly as a supplemental tool to enhance their own learning and productivity, not as a substitute for original work or academic contribution. Any content generated with the assistance of AI tools must be clearly acknowledged and cited according to instructor guidelines. Students are responsible for ensuring the accuracy, integrity, and ethical sourcing of all AI-assisted work, and final submissions must reflect personal understanding and effort unless an assignment specifically allows collaborative or AI-based inputs.

Unauthorized use of AI for assignments, projects, exams, clinical documentation, or any graded component, as well as failure to cite AI-generated content, constitutes academic dishonesty. Violations may result in disciplinary action such as assignment failure, program probation, or dismissal in accordance with the college's academic integrity and student conduct policies. Students with questions about AI use should consult the course instructor before submission to ensure compliance with all stated expectations and program regulations.

Policy in process

## 5.3 Student Attendance and Participation Expectations

Students are required to attend all classes, laboratory, simulation, and clinical shifts.

Students are informed in advance of the anticipated scheduling requirements and are required to make employment, transportation and child care arrangements to comply with attendance guidelines.

It is advisable to have a back-up plan for transportation and child care to address unusual circumstances; please consider that you may need to adjust commute time and route to accommodate for traffic, weather, etc. Personal issues, job responsibilities, appointments, transportation problems, weather, etc. are not accepted as reasons for absence.

When absence is unavoidable for any program related assignment or activity, a CPI may be issued. It is a requirement to make up a missed class, lab simulation or program related activity; student schedules need to be flexible enough to accommodate the success assignment. Student progress and success is dependent on timely completion. It must be understood that it may not always be feasible to reschedule or make alternative arrangements which may result in a student's inability to complete requirements in a given course or semester. This may affect progression through the program.

### Classroom Absence, Tardy, and Make-up Guidelines

Attendance will be closely monitored in the classroom, simulation center, and lab settings.

- Faculty will note absences in each course, simulation center activity, and laboratory session, and will record the absences.
- Students are required to notify the instructor of an absence or tardy before the beginning of the scheduled activity.
- A student who is absent for a total of 2 or more classes per course each semester in the program will meet with the Program Director and will be placed on a Contract for Performance Improvement (CPI). If the student does not fulfill all the terms of the CPI within the designated time allowed by the contract, or if the student refuses to participate in the CPI process, that student will be recommended for disciplinary actions. Students have the right to appeal any disciplinary action.
- All classroom/lab/simulation tardiness and any missed classroom/lab/sim time may require makeup activities that are subject to review by the Director of the Respiratory Care Program in collaboration with individual instructors.
- Forward progress in the program may be delayed or denied if missed activities are deemed critical to forward progress in the program. Typically, this is a concern when a required activity is missed that cannot be made up satisfactorily before the next scheduled required performance on an exam or clinic assignment and/or more than one absence has occurred in a specialty rotation activity.
- The student will be expected to meet with the respective instructor(s) no later than the next class/lab day to determine what makeup activities will be required and the timeline for expected completion. Absence policies still apply.
- Extenuating circumstances may apply and will be evaluated by the course instructor and the Program Director.

### Early Class Departure

If a personal emergency occurs during an activity, permission should be sought and approved as soon as possible by the instructor in charge of the activity.

- The acceptability of leaving early is left to the discretion of the instructor in charge of that activity. Makeup activities may be required for early exits. This is at the discretion of the instructor in charge of the activity.
- Job responsibilities, appointments, etc., are not accepted as a reason to request an early exit. If the reason is deemed unacceptable and the student leaves anyway, a class absence will be noted.
- It is the responsibility of the student to obtain all work missed due to any sort of absence. In addition, it is recommended that students obtain class notes from fellow students.

- A student who misses an exam must make arrangements with faculty for completion of a make-up exam on the first day the student returns to school. The make-up exam is to be completed before the student may attend class/lab/clinical hours the first day the student returns.
- A Contract for Performance Improvement (CPI) can be implemented by a faculty member at any time for remediation of disciplinary action. If the student does not fulfill all the terms of the CPI within the designated time allowed by the contract, or if the student refuses to participate in the CPI process, it will be referred to the Program Coordinator for possible disciplinary action.

Extenuating circumstances may apply and will be evaluated by the course instructor and the Program Director.

## Clinical Absence

The Respiratory Care program recognizes that there are times when events occur that may conflict with a student's ability to attend the scheduled clinical assignments. Personal days are limited to two (2) days per semester for students.

A student who is absent for a total of 2 or more clinical days per semester in the program will meet with the Program Director and will be placed on a Contract for Performance Improvement (CPI). If the student does not fulfill all the terms of the CPI within the designated time allowed by the contract, or if the student refuses to participate in the CPI process, that student will be recommended for disciplinary actions. Students have the right to appeal any disciplinary action.

Arriving late at the clinical setting is considered a clinical tardy. It is imperative to be professional and notify the respiratory care department if a student is going to be arriving late or will be absent for the entire day.

If a student is to be absent or tardy, she/he must send an email to the program's Clinical Coordinator that day, to report the tardy and must inform the clinical site contact.

Leaving the clinical setting early (30 minutes or less) is also considered a clinical tardy. If a student is going to leave early, she/he must send an email to the program's Clinical Coordinator that day, to report the early departure. Any missed clinical time of thirty minutes or more is considered a clinical absence. On the third clinical tardy a CPI will be implemented and a clinical absence will be reported.

## Clinical Absence Procedures

- Anticipated or scheduled absences require prior approval by the program's Clinical Coordinator.
- Absences require the student to email the Clinical Coordinator and the clinical site contact prior to the assigned clinical start time to notify him/her of the absence.
- Failure to notify the Clinical Coordinator of an unanticipated/unscheduled absence will result in a CPI and disciplinary action.
- Failure to notify the clinical site contact and/or clinical preceptor of an absence will result in a 2% deduction for each occurrence from the final Clinical Practice grade for that semester.

Extenuating circumstances may apply and will be evaluated by the course instructor and the Program Director.

- [6.10017 DP Withdrawal and Audit Enrollment Status](#)
- [7.30050 DP Medical Discretionary Withdrawal](#)
- [7.35020 DR Student Attendance](#)

## 5.4 Student Complaint and Grievance Procedures

Students who encounter issues or conflicts within the Respiratory Care Program should first attempt to resolve the concern directly with the involved individual through respectful and professional communication. If the issue is not resolved informally, students should document the concern and bring it to the attention of the course instructor or Clinical Education Director, who will discuss the matter, attempt mediation, and document the resolution steps.

If the issue is unresolved at the instructor or Clinical Education Director level, students may submit a written grievance to the Program Director, who will review the situation and organize a meeting with all relevant parties for further

resolution. Appeals may then be escalated to the Division Chair or Dean of Health Science. The college's Student Code of Conduct provides formal grievance and appeal processes, which protect the rights of all parties and ensure fairness.

For all reports, students must provide complete details, including dates, times, and supporting evidence. Retaliation for making a report or filing a grievance is prohibited. All communications and outcomes are documented and maintained in the student's file as required by program regulations and institutional policy. The program aims to resolve conflicts promptly and strives to support an educational environment based on respect, integrity, and accountability.

- [7.20300 DR Student Complaints](#)
- [7.20300 OP Student Complaints](#)
- [7.20400 DR Student Rights and Privacy](#)
- [7.20400 OP Student Rights and Privacy](#)
- [7.40030 BP Status of Suspended or Expelled Student](#)

## 5.5 Grading Policies and Standards

The Respiratory Care Program uses a defined grading scale and a set of assessment methods to evaluate student performance, accompanied by clear policies for grade appeals.

### Grading Scale

- A: 92–100%
- B: 83–91%
- C: 75–82% (minimum required to pass courses and progress in the program)
- D: 67–74%
- F: 0–66%

All required program courses must be passed with a minimum of a C (75%) to count toward graduation and program progression. Grades are determined by cumulative performance on assignments, exams, practical evaluations, clinical competencies, and participation.

### Assessment Methods

Student achievement is evaluated through a mix of:

- Written and skills-based exams
- Laboratory practical assessments
- Clinical performance evaluations
- Participation and professionalism metrics
- Research projects, presentations, or case studies

### Grade Appeals:

If a student believes a final grade is inaccurate or unfair, the following appeal process is in place:

1. Discuss concerns with the course instructor within a set timeframe after grades are posted.
2. If unresolved, the student may submit a formal, written appeal to the Program Director, including evidence and detailed rationale.
3. Further review may be escalated to the Division Chair and/or the Dean.
4. Appeals are evaluated according to college policy to ensure consistency and fairness.

All grade challenges must be initiated promptly and documented thoroughly. Appeals that do not adhere to policies, are without merit, or lack evidence will not be considered. The final determination rests with program and college administration, ensuring that academic standards and due process are maintained throughout.

- [6.10012 DP Grade Change](#)

## 5.6 Non-Discrimination and Accessibility Policies

The Respiratory Care Program at Metropolitan Community College is dedicated to providing an inclusive and supportive learning environment for all students. The program prohibits discrimination based on race, color, national origin, sex,

age, disability, or any other protected status. It actively works to ensure equal access to all courses, resources, and activities.

Students with documented disabilities may request reasonable accommodations under the Americans with Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. To receive accommodations, students should contact Disability Support Services (DSS) at 816-604-4293 as early as possible and provide appropriate documentation. Accommodations are determined individually and may include testing modifications, assistive technology, note-taking support, or physical access adaptations.

Advance notice is requested to make sure that services and accommodations can be arranged in a timely manner. All information shared with DSS remains confidential, and requesting accommodations does not affect program standing or academic evaluation. Faculty and staff are committed to working with DSS, students, and clinical partners to ensure that reasonable accommodations are provided without compromising essential program requirements or patient safety.

- [7.30020 BP Non-Discrimination](#)
- [7.30030 BP Non-Discrimination and Harassment Student](#)
- [7.30030 DP Non-Discrimination and Harassment Student](#)
- [7.30035 BP Sex Discrimination and Sexual Harassment Student](#)
- [7.30035 DP Sex Discrimination and Sexual Harassment Student](#)
- [7.20100 DR Disability Support Services](#)
- [7.20100 OP Disability Support Services](#)
- [7.20200 DR Service Animals and Emotional Support Animals](#)
- [7.20200 OP Service Animals and Emotional Support Animals](#)

## 6. Curriculum and Course Descriptions

### 6.1 Program and Course Requirements and Credit Hours

To earn the Bachelor of Applied Science in Respiratory Care from Metropolitan Community College, students must successfully complete a total of 120 credit hours. This includes a blend of prerequisite general education courses (typically 61 credit hours) and program-specific respiratory care courses (approximately 59 credit hours delivered over five consecutive semesters, including one summer semester).

#### Degree requirements include:

- Completion of all prerequisite and elective coursework with a grade of C or better and a cumulative GPA of at least 2.0 before program entry
- Completion of all core respiratory care courses, each with a minimum passing grade of C (75%)
- Completion of supervised clinical experiences at assigned hospitals or clinical affiliates as required in the curriculum
- Satisfactory performance in didactic, laboratory, and clinical components, including achievement of program competencies and learning outcomes

Students must also meet all compliance and professional requirements set by the program and college for graduation. Only students who fulfill all academic, clinical, and policy-based requirements will be eligible for degree conferral and credentialing examination eligibility.

### 6.2 Pre-requisite Courses

Before enrolling in advanced respiratory care classes at Metropolitan Community College, students must complete the following prerequisite courses with a grade of C or higher:

#### General Education Requirements (minimum 33 credits):

- ENGL 101 - Composition & Reading I (3 credits)

- ENGL 102 - Composition & Reading II (3 credits)
- PSYC 140 - General Psychology (3 credits)
- Math Option (choose one):
  - MATH 115 - Statistics (3 credits)
  - MATH 119 - Mathematical Reasoning and Modeling (3 credits)
  - MATH 120 - College Algebra (3 credits)
- Oral Communication (choose one):
  - COMM 100 - Fundamentals of Speech (3 credits)
  - COMM 102 - Fundamentals of Human Communication (3 credits)
- Civic/American Institutions (choose one):
  - HIST 120 - United States History to 1865 (3 credits)
  - HIST 121 - United States History since 1865 (3 credits)
  - POLS 136 - Introduction to U.S. National Politics (3 credits)
- Humanities/Fine Arts (choose from approved list, 3 credits)
- Social and Behavioral Science (choose from approved list, 3 credits)
- Electives (any 100-level or higher MCC courses, 9 credits)

Program-Specific Prerequisites:

- BIOL 110 - Human Anatomy (5 credits)
- BIOL 137 - Introduction to Pathophysiology (4 credits)
- BIOL 150 - Medical Terminology (2 credits)
- BIOL 208 - Microbiology (5 credits)
- BIOL 210 - Human Physiology (5 credits)
- CHEM 105 - Introductory Chemistry for Health Sciences (5 credits)
- PSYC 243 - Human Lifespan Development (4 credits)

All required courses must be successfully completed prior to starting the Respiratory Care Program's advanced major courses. Meeting these prerequisite requirements is essential for admission and progression into upper-level respiratory care coursework.

## 6.3 Required Core Courses

The following mandatory courses are required for the Bachelor of Applied Science in Respiratory Care at Metropolitan Community College, along with brief descriptions:

### **RESP 211 – Cardiopulmonary and Renal Anatomy and Physiology (2 credits)**

Examines the structure and function of the cardiopulmonary and renal systems, focusing on how these systems interact and their crucial roles in respiratory health.

### **RESP 212 – Fundamentals of Respiratory Care (6 credits)**

An introduction to the basic therapeutic techniques, equipment, patient assessment, and roles of respiratory therapists; emphasizes communication, medical gases, and professional standards.

### **RESP 213 – Respiratory Care Pharmacology (2 credits)**

Covers key pharmacological agents used in respiratory care, including drug actions, uses, side effects, and administration considerations for respiratory therapists.

### **RESP 311 – Respiratory Critical Care I (4 credits)**

Develops skills for managing acute and critical patients, including blood gas interpretation, ventilatory support decisions, airway management, and critical care monitoring.

### **RESP 312 – Pathophysiology of Respiratory Care I (2 credits)**

Focuses on mechanisms, assessment, and management of obstructive respiratory diseases and the integration of foundational anatomy and diagnostics for evidence-based practice.

### **RESP 313 – Neonatal/Pediatric Respiratory Care (2 credits)**

Advanced study of respiratory care in newborn and pediatric populations, addressing disease processes, diagnostics, and unique care requirements in various clinical settings.

**RESP 314 – Respiratory Care Diagnostics (4 credits)**

Teaches acquisition and interpretation of diagnostic data such as chest radiographs, ECGs, pulmonary function tests, and laboratory results for effective clinical decision-making.

**RESP 323 – Pathophysiology of Respiratory Care II (2 credits)**

Builds on previous pathophysiology studies, exploring restrictive respiratory diseases and reinforcing case study analysis and integration of assessment findings.

**RESP 330 – Clinical Applications I (2 credits)**

Early clinical experience involving the use of therapies such as nebulizers, gas therapies, and chest physiotherapy in various patient populations, emphasizing assessment and communication.

**RESP 331 – Clinical Applications II (6 credits)**

Expands clinical expertise with rotations in acute and critical care, focusing on treatment and monitoring in diverse intensive care environments.

**RESP 420 – Respiratory Critical Care II (4 credits)**

Hands-on training in advanced critical care, with rotations in a variety of intensive care settings, featuring advanced monitoring and mechanical ventilation management.

**RESP 421 – Respiratory Care Senior Seminar (6 credits)**

A capstone integrating evidence-based practice, literature review, independent research, and comprehensive board exam preparation, with a focus on leadership and professional competencies.

**RESP 432 – Clinical Applications III (6 credits)**

Immersive clinical rotation focusing on ventilator management and acute care for all ages, including comprehensive patient assessment and case management.

**RESP 433 – Clinical Specialty I (3 credits)**

Specialized clinical experience in a chosen focus area (e.g., critical care, education, research, pulmonary rehab), allowing advanced competency development.

**RESP 434 – Clinical Specialty II (6 credits)**

Continuation of specialty training, refining practice in the student's chosen clinical track with increased autonomy, complex case management, and leadership development.

These courses, taken in sequence, ensure graduates gain the essential knowledge, practical skills, and professional competencies required for contemporary respiratory care practice.

## 6.4 Elective Options

The program allows students to choose electives as part of the Bachelor of Applied Science in Respiratory Care degree. Electives provide flexibility to pursue personal interests, additional skills, or complementary knowledge.

### Description of Available Electives

- Electives may be chosen from any 100-level or higher courses offered across Metropolitan Community College's disciplines.
- Common elective areas include social sciences, humanities, health sciences, information technology, and business.
- Approved humanities/fine arts electives: ARAB 101/102, ART 110/108/150/151, CHIN 101/102, COMM 128, ENGL 201/205/209/214/216/218/220/221/222/223/254/255/260/262/264/267/268, FREN 101/102, HIST 133/134, GERM 101/102, MUSI 101/103/105/107/108/116/134/160, PHIL 100/101/103/200/203, SPAN 101/102, THEA 106.
- Approved social and behavioral science electives: ANTH 100/110, ECON 110/210/211, GEOG 105/113, POLS 234, SOCI 160.

## Guidelines for Selection

- Students must select enough electives to meet the total credit hour requirement for the degree.
- Elective choices should support individual interests, strengthen core knowledge, or prepare students for specialized or advanced career opportunities.
- Electives should not duplicate prerequisite or required coursework already counted toward the degree.
- Students are encouraged to consult with an academic or faculty advisor before finalizing elective selections to ensure credits align with graduation, transfer, or career objectives.

By choosing a balanced mix of electives, students can broaden their education and enhance readiness for the diverse demands of the respiratory care field and related professional opportunities.

## 7. Work-Based Learning Requirements

### 7.1 Work-Based Learning (i.e., Internships, Clinical Experiences, Apprenticeships, Co-op Programs)

Work-based learning and practical work experience in the Metropolitan Community College Respiratory Care Program are defined by immersive clinical rotations and real-world training designed to bridge classroom theory with hands-on patient care.

#### Definitions

**Work-Based Learning:** Structured educational experiences that integrate academic learning with practical application in healthcare environments. This includes supervised practice in hospitals, clinics, or specialty care settings, allowing students to build professional skills under the guidance of experienced mentors.

**Practical Work Experience:** Direct participation in patient care activities—such as administering therapies, performing assessments, and collaborating with healthcare teams—within clinical affiliates under supervision.

#### Didactic, Laboratory & Clinical Access

The Respiratory Care Program is committed to ensuring that all students have equitable access to resources, materials, and equipment necessary for success in both clinical and classroom settings.

Students will have equal access to all learning materials, including textbooks, online resources, equipment, and clinical simulation tools. These resources will be available both in the classroom and clinical settings to ensure that all students receive consistent opportunities to develop their skills. Instructors will provide all required reading materials, lecture notes, and multimedia resources to students at the beginning of each course. Materials will be accessible via the program's learning management system (LMS) and distributed in both physical and digital formats, as appropriate.

For clinical rotations, all students will have access to necessary clinical equipment, patient care tools, and other resources required to complete their clinical competencies. Students will be assigned to clinical sites where they will be provided with training, supervision, and equipment, ensuring that each student has the same opportunities to meet program outcomes.

Students will have access to the program's technology platforms, including simulations, virtual labs, and any relevant software necessary to support their learning in both classroom and clinical settings. Equipment in clinical environments will be standardized and available to all students on an equal basis.

If students experience difficulties in accessing materials or equipment, they are encouraged to contact the program coordinator or clinical education coordinator for assistance. The program is committed to resolving any access-related concerns promptly to ensure equitable learning opportunities for all students.

This procedure will be reviewed annually to ensure that all students continue to have equal access to program materials, both in clinical and classroom settings. Any updates or changes will be communicated to students through official program channels.

## Options for Students

- **Clinical Rotations:** Required, sequential clinical experiences throughout the program in various hospital units and critical care settings. Rotations expose students to adult, pediatric, emergency, and specialty care environments so they can apply skills with actual patients.
- **Specialty Tracks:** Advanced clinical courses allow students to focus on areas such as neonatal/pediatric care, adult critical care, pulmonary diagnostics, education, management, or research, with extended practice in chosen specialties.
- **Capstone and Senior Seminar:** Integrative courses in the final year tie together practical clinical experience with advanced simulation, leadership, and preparation for national credentialing exams.

All clinical experiences are mandatory, structured, and evaluated to ensure achievement of program competencies and readiness for professional practice as a respiratory therapist.

## 7.2 Eligibility and Application Process

To secure program placement for work-based learning opportunities (such as clinical rotations) in the Respiratory Care Program at Metropolitan Community College, students must meet all compliance, academic, and behavioral standards.

### Requirements:

- Successful completion of all prerequisite and co-requisite coursework with a minimum grade of C in each course
- Active enrollment in good standing within the Respiratory Care Program and MCC
- Current documentation of health screenings, immunizations (including TB, MMR, Varicella, Tdap, influenza, and COVID), health insurance, and background checks
- Negative drug screen and clearance from all required registries
- Maintenance of current Basic Life Support (BLS) certification for healthcare providers
- Adherence to all program and clinical site dress code, professionalism, and conduct guidelines

### Steps to Placement:

- Complete all prerequisite courses and program orientation modules.
- Submit documentation for immunizations, background/drug screening, and CPR certification to the program compliance office by the deadline.
- Meet one-on-one with the Clinical Education Director to review individual compliance status and confirm placement readiness.
- Receive clinical rotation assignments from the Clinical Coordinator at the start of each applicable semester.
- Attend mandatory site-specific orientation(s) as directed before beginning clinical work.
- Maintain compliance with all requirements throughout the semester; lapses in documentation or conduct may result in removal from clinical placement and possible program dismissal.

Failure to meet placement requirements may result in a delay of clinical experiences, inability to progress in the program, or dismissal according to program and MCC policies. Students are responsible for monitoring their compliance status and communicating with faculty about any anticipated difficulties.

## 7.3 Expectations and Responsibilities of Students

During clinical placements, students in the Respiratory Care Program must maintain the highest standards of professionalism, adhere to all attendance requirements, and fulfill all reporting obligations.

### Professional Behavior

- Students must consistently demonstrate respect, integrity, and ethical conduct with patients, peers, instructors, and staff.
- Compliance with all facility policies and dress code—such as maintaining a clean uniform, visible ID badge, and professional grooming—is required.

- Confidentiality of patient information must be strictly maintained at all times in accordance with HIPAA and program standards.
- Students are expected to communicate clearly, be receptive to feedback, and work collaboratively within healthcare teams.
- Unsafe practices, unprofessional behavior, or policy violations may result in a Contract for Performance Improvement (CPI) or program dismissal.

## Attendance

- Regular, punctual attendance at all scheduled clinical shifts is mandatory; absences, tardiness, or early departures must be reported to both the Clinical Coordinator and site preceptor before the scheduled start time.
- Absences are only permitted for illness or extenuating circumstances, and supporting documentation (such as a doctor's note) may be required before returning to clinical duties.
- Repeated or unexcused absences or tardiness will result in disciplinary action and may delay program progression or result in dismissal.2026-Student-Handbook-4.docx
- Reporting Obligations
- Students must record arrival and departure times electronically (e.g., Trajecsyst), using assigned systems and following site-specific protocols.
- Incident reporting—including injuries, exposures, or policy violations—must be completed immediately by notifying the site preceptor and Clinical Coordinator.
- Any changes in health status, restriction, or compliance (such as expiring immunizations or certifications) must be reported to program faculty without delay.

Students are responsible for understanding and adhering to all clinical site and program-specific guidelines to ensure patient safety, program integrity, and personal progression within the Respiratory Care Program.

## 7.4 Evaluation Process of Work-Based Learning Sites

The review and evaluation process for work-based learning sites—including internships, clinical experiences, apprenticeships, and Co-op placements—in the Respiratory Care Program is comprehensive and guided by both program and accreditation standards.

### Site Approval and Initial Evaluation

- All work-based learning sites must first be vetted by the program's Clinical Education Director to ensure they meet the standards for supervision, clinical opportunities, diversity of patient care, and safety.
- Sites must have qualified mentors, adequate equipment, and a commitment to educational best practices.
- The program completes required contracts and affiliation agreements for each site, including responsibilities, reporting protocols, and liability requirements.

### Ongoing Evaluation

- Faculty conduct periodic review visits to sites to monitor student experiences, clinical supervision, and adherence to program and college policies.
- Students' complete evaluations of clinical site quality, educational value, and safety using standardized forms and online evaluation platforms.
- Feedback from both students and faculty is considered in summative assessments.

### Annual Review

- Each site is formally reviewed every academic year for capacity, case variety, learning outcomes, and compliance with CoARC (Committee on Accreditation for Respiratory Care) and MCKC policies.
- Sites not meeting expectations may receive additional support, require improvement plans, or be removed from the approved list.

## Remediation and Oversight

- Should a site fail to offer the required mix of competencies or present concerns, the program will adjust student rotation schedules, supplement experience with simulation, or reassign students as needed.
- Documentation of all evaluations and actions is maintained by the Clinical Education Director.

This multi-tiered process ensures internships, clinical rotations, apprenticeships, and Co-op sites deliver high-quality, safe, and educationally sound experiences tailored to the needs of respiratory care students.

# 8. Industry Specific Expectations

## 8.1 Rules and Ethics

Respiratory care professionals and students are expected to follow strict operational and behavioral rules, as well as ethical guidelines defined by industry standards and the program.

### Operational and Behavioral Rules:

- Maintain professional conduct, punctuality, honesty, and collaboration in all clinical and classroom settings.
- Comply with uniform and dress code policies—including visible student ID, clean navy-blue scrubs, proper grooming, and adherence to site-specific requirements.
- Strictly observe HIPAA and institutional privacy rules, maintaining confidential patient information at all times.
- Avoid unsafe practices, substance abuse, and violations of hospital or college policy; these are grounds for immediate dismissal.
- Practice universal precautions for infection control and use personal protective equipment.
- Attend all assigned clinical hours and report absences or tardiness before shifts using official MCC communications.
- Respect diversity and provide care without discrimination, upholding patient dignity and rights.
- Never perform procedures without supervision or substitute for paid staff during clinical rotations.

### Ethical Guidelines (AARC Statement of Ethics):

- Demonstrate integrity, objectivity, and foster trust in the profession.
- Promote and practice evidence-based medicine.
- Document education and competency accurately and seek ongoing professional development.
- Respect patient legal and personal rights, including privacy, consent, and refusal of treatment.
- Refuse to participate in illegal, unethical, or incompetent acts and report violations as required.
- Practice care without discrimination and support disease prevention and wellness.
- Comply with all applicable federal, state, and local laws, including those governing healthcare and business conduct.
- Avoid conflicts of interest and fraudulent behavior in professional practice.
- Work to maintain respectful, beneficial relationships and communication with all healthcare professionals.
- Model professional attitudes, appropriate use of social media, and academic integrity both on campus and in the workplace.

## 8.2 HIPAA Confidentiality

Respiratory care students and professionals are legally and ethically obligated to uphold patient privacy at all times in accordance with HIPAA and professional practice standards.

### Principles of Patient Privacy:

- Respect and protect the legal and personal rights of patients, including their right to confidentiality and privacy regarding health information.

- Do not disclose any protected health information (PHI) about patients or their families unless authorized by the patient/family, required by law, or necessary for responsible performance of duty.
- Divulge PHI only when performing duties directly related to patient care, and only to authorized healthcare providers involved in the patient's treatment.

### **Legal Obligations:**

- Follow HIPAA regulations and institution-specific privacy policies when handling patient records, electronic files, conversations, and clinical observations.
- Never share, post, or discuss patient information in public areas, on social media, or with non-authorized individuals.
- Violations of patient privacy policies, including unauthorized access or disclosure of PHI, may result in disciplinary action up to and including dismissal from the program, as well as civil and/or criminal penalties.

### **Professional Expectations:**

- Always obtain informed consent before discussing patient conditions or sharing treatment information.
- Use secure, approved channels for communicating patient details within the care team.
- Report observed or suspected breaches of privacy immediately according to institutional procedures.

Commitment to patient privacy is fundamental to the respiratory care profession, reflecting respect for the dignity, autonomy, and trust patients place in healthcare providers.

## **8.4 Legal Standards**

Professional practice in respiratory care is governed by national, state, and institutional regulations. Respiratory therapists and students must:

- Demonstrate behavior that reflects integrity, objectivity, trustworthiness, and respect for others.
- Practice only within individual competencies and according to accepted standards in respiratory care.
- Maintain continual professional development and accurately document competence and continuing education.
- Adhere strictly to HIPAA and privacy rules regarding all patient information.
- Respect patient privacy, informed consent, refusal of treatment, and all legal rights.
- Provide care without discrimination, maintaining respect for patient dignity.
- Refuse participation in illegal, unethical, or incompetent acts and report observed violations.
- Follow scientific and ethical principles in all clinical practice and research activities.
- Comply with all federal and state laws governing respiratory therapy, including licensing, scope of practice, safety, and reporting obligations.
- Abstain from fraudulent, unsafe, or conflicting interests and follow ethical business conduct.
- Maintain professional relationships and clear, respectful communication with all healthcare providers.
- Observe infection control, immunization, and occupational safety laws while on clinical rotations.
- Dress and present professionally, per institutional and program dress code policies.
- Participate in mandatory compliance training and hold current certifications (such as BLS for Healthcare Providers).

Violations of professional standards, legal requirements, or ethical obligations can result in disciplinary action, program dismissal, or loss of licensure eligibility. Compliance is monitored throughout the program by the College and clinical affiliates.

## **8.5 Professional Standards**

Students in the Respiratory Care Program are expected to uphold the following standards for conduct, dress, and communication:

### **Conduct**

- Demonstrate respect, integrity, professionalism, and a commitment to ethical patient care at all times.
- Arrive prepared, participate actively, and display reliability in all scheduled classroom, laboratory, and clinical activities.

- Maintain confidentiality, comply with all institutional and program rules, and follow the chain of communication for concerns or issues.
- Refrain from disruptive behavior, substance abuse, or any actions detrimental to patient safety, the program, or healthcare partners.

## Dress Code

- Wear navy blue scrubs that are clean, wrinkle-free, and in good repair for all clinical days.
- Display a visible Penn Valley student ID badge and wear closed-toe athletic shoes.
- Maintain meticulous personal hygiene; secure long hair, avoid strong fragrances, and ensure nails are short without artificial enhancements.
- Limit jewelry (one ring per hand, no dangling earrings) and comply with additional clinical site requirements.
- Dress appropriately for all professional activities, with chest, midriff, and buttocks fully covered, and no undergarments exposed.

## Communication

- Communicate respectfully and professionally with patients, peers, faculty, and clinical staff, both verbally and in writing.
- Use college email for all official communications with program staff and instructors.
- Listen actively, provide courteous responses, and document occurrences or absences as required.
- Avoid inappropriate social media use and electronic communication regarding patients, clinical sites, or confidential topics.

These expectations reflect the standards of the respiratory care profession and the college. Non-compliance may result in disciplinary action, performance improvement contracts, or program dismissal.

## Student Employment Policy

All Allied Health programs are conducted on a full-time basis; if the student chooses to work, his/her employment shall not interfere with the program curriculum or clinical assignments. **The student may not get paid during any clinical time.** It is entirely the responsibility of the student to arrange his/her work schedule to accommodate the course schedule. The student is not permitted to wear the MCC respiratory care program uniform, name tag or other identification while employed.

# 9. Facilities, Equipment, and Safety Guidelines

## 9.1 Lab and Classroom Expectations

The following rules and etiquette apply to all learning spaces in the Metropolitan Community College Respiratory Care Program:

- Arrive on time, prepared, and ready to engage in class, lab, and simulation activities.
- Behave respectfully toward faculty, peers, and guests, fostering a positive and collaborative learning environment.
- Silence all electronic devices; use laptops and tablets only as permitted for coursework or learning objectives.
- Be attentive during lectures, discussions, and demonstrations—avoid side conversations and disruptive behavior.
- Maintain cleanliness by cleaning up spills, wiping tables after eating, and restoring the room to its original order.
- Report broken equipment or shortages immediately to the instructor and assist in appropriate clean-up.
- Practice safety by using only approved equipment, following posted safety instructions, and wearing PPE as required for labs.
- Refrain from bringing food and beverages into labs unless authorized; adhere to all posted guidelines for specific spaces.

- Do not record classroom or lab sessions without the express consent of instructors and involved students; sharing materials for purposes other than official instruction is prohibited.
- Demonstrate professionalism and courtesy when asking or answering questions; all opinions are respected, but debate must remain constructive.
- Respect the rights of others to participate fully; do not monopolize class discussions.

Failure to follow these rules or etiquette expectations may result in disciplinary action as outlined in program and college conduct policies. Consistent application of these standards maintains safety, respect, and effective academic progress for all students.

## 9.2 Equipment Usage and Maintenance

Proper handling, care, and reporting of equipment issues in the Respiratory Care Program require the following steps:

- Handle all classroom, lab, and clinical equipment with care, following manufacturer instructions, faculty guidance, and posted safety protocols.
- Clean and disinfect equipment immediately after use, especially if exposed to blood, body fluids, or infectious material, before returning it to storage.
- Spills, broken equipment, or missing supplies must be addressed immediately by notifying the instructor or clinical supervisor.
- Any student using the last of a supply should promptly inform faculty so orders for resupply can be placed without delay.
- Restore learning spaces and equipment to their original condition after use, leaving areas cleaner than they were found whenever possible.
- Always report equipment malfunction, damage, or safety hazards immediately for proper evaluation and timely repair. Do not attempt unauthorized repairs or use damaged items.
- Use only approved devices and PPE for clinical simulations, patient care, and laboratory activities, in compliance with safety standards and program policies.
- Maintain personal safety and protect others by practicing proper body mechanics and adhering to infection control protocols when moving or disinfecting equipment.
- Failure to follow these equipment care guidelines or deliberately misuse equipment can result in disciplinary action, loss of lab privileges, or program dismissal.

These standards help maintain equipment quality, safety, and a professional learning environment for all students and faculty.

## 9.3 Safety Policies and Emergency Procedures

Emergency protocols, first aid, and general safety measures in the Respiratory Care Program include the following steps:

### General Safety

- Familiarize yourself with the locations of fire extinguishers, emergency exits, and safety equipment (e.g. gloves, masks, eyewash stations) in all learning and clinical environments.
- Practice safe body mechanics, use personal protective equipment (PPE), and adhere strictly to institution and CDC Standard Precautions for infection control.
- Do not perform patient procedures or operate unfamiliar equipment without supervision and instructor approval.

### First Aid

- For minor injuries, promptly administer first aid using available supplies and notify the instructor or supervisor.
- For serious injuries or exposures (bloodborne pathogens, needle sticks), wash the affected area with soap and water for at least one minute.
- For mucous membrane exposure, rinse with water or saline for two minutes; cover any wounds immediately.
- Report all injuries or exposures to the instructor or clinical preceptor without delay; follow the institution's post-exposure plan for assessment and treatment.

## Emergency Protocols:

- In the event of a fire, evacuation, or other campus or clinical emergencies, follow faculty and site instructions, move to designated exits, and assemble at assigned safety areas.
- For medical emergencies (e.g. loss of consciousness, cardiac arrest), activate the emergency response system and provide CPR or first aid as trained and indicated.
- Mouthpieces, resuscitation bags, or other barrier devices should be used for resuscitation in any foreseeable emergency involving airway management or ventilation.
- Students with infectious skin conditions should refrain from patient care and equipment handling until cleared to return.
- All accidents, exposures, and hazardous incidents must be reported immediately to program faculty or clinical preceptors. Students must adhere to all safety regulations of the program, college, and clinical sites at all times. Failure to follow established safety, first aid, or emergency protocols may result in disciplinary action and possible removal from the program.

## Clinical Safety

- Students must strictly follow Standard Precautions, infection control policies, and use PPE at all times.
- All clinical procedures must occur only under direct supervision of a designated preceptor; no student may exceed a 2:1 student-to-preceptor ratio.
- Before starting clinical shifts, students should identify the location of emergency equipment and exit routes.
- Procedures, including patient care and equipment use, require proper training and supervision, with adherence to all site-specific and program safety protocols.
- In the event of any incident, injury, exposure, equipment malfunction, or unexpected situation, students must immediately notify their direct clinical preceptor.
- Students are also required to promptly report all such incidents to the Director of Clinical Education for follow-up and documentation.
- Post-exposure or post-incident protocol—including documentation and additional assessment—is required to ensure swift response, safety, and program compliance.
- Clinical activities may never substitute for paid staff roles; students maintain learning and safety as their primary objectives.
- Failure to comply with reporting, safety, or supervision regulations will result in remediation, clinical probation, or program dismissal according to program and CoARC standards.

Failure to adhere to any of these protocols—whether related to supervision, incident reporting, or safety procedures—may result in disciplinary action, remediation, or program dismissal, in full accordance with institutional, affiliate, and CoARC accreditation standards.

# 10. Industry Certifications and Licensure

## 10.1 Available Certifications through the Program

Students graduating from the Respiratory Care Program can pursue the following certifications:

- **Certified Respiratory Therapist (CRT):** Awarded after passing the NBRC Therapist Multiple-Choice (TMC) examination at the lower cut score and completing the requirements of the National Board for Respiratory Care.
- **Registered Respiratory Therapist (RRT):** Obtained by passing the NBRC TMC exam at the higher cut score and successfully completing the NBRC Clinical Simulation Exam.
- **Basic Life Support (BLS) for Healthcare Providers:** Required for all students prior to clinical entry, renewed throughout the program.
- **Advanced Cardiac Life Support (ACLS):** Recommended for advanced clinical rotations and employment in adult critical care settings.
- **Pediatric Advanced Life Support (PALS):** Beneficial for those specializing in neonatal/pediatric respiratory care.

- **Neonatal Resuscitation Program (NRP):** Valuable for students with clinical rotations or employment in newborn or labor/delivery care settings.
- **Specialty Credentials (NBRC):** These include the Neonatal/Pediatric Specialist (NPS), Adult Critical Care Specialist (ACCS), Sleep Disorders Specialist (SDS), and Pulmonary Function Technology certifications for further expertise in specific patient populations or advanced practice.

Many of these certifications are pursued near program completion or following graduation and successfully prepare students for specialty practice, board eligibility, and employment within respiratory therapy fields.

## 10.2 State and National Licensing Requirements

After graduation from the Respiratory Care Program, licensing requirements include:

- Graduation from an accredited respiratory care program. Students must successfully complete the required coursework and clinical rotations from a program accredited by the Committee on Accreditation for Respiratory Care (CoARC).
- Passing national credentialing exams. Graduates must pass the NBRC Therapist Multiple-Choice (TMC) examination. Achieving the higher cut score grants eligibility for the Registered Respiratory Therapist (RRT) credential, which is the standard for state licensure.
- Successful completion of the NBRC Clinical Simulation Examination (CSE). This is required for the RRT credential, which is needed for full practice privileges in most states.
- State licensure application. Graduates must apply for licensure in the state where they plan to practice. This process typically includes submitting proof of graduation, national credentials (CRT or RRT), passing a state jurisprudence exam (where applicable), and completing a criminal background check.
- Continuing education. State licensure for respiratory therapists requires maintaining certification through regular continuing education and renewal procedures; specifics vary by state.
- Other compliance requirements. Applicants may need current BLS, ACLS, or other certifications per state/employer requirements. All health, background, and immunization compliance must remain up to date for license renewal and ongoing practice.

Meeting these licensing criteria allows graduates to work as respiratory therapists in hospitals, clinics, rehab, home care, and various specialty healthcare settings. Failure to complete any required step may result in delayed or denied licensure eligibility.

## 10.3 Certification Exam Preparation Resources

Students in the program will participate in the Lindsey Jones RCP Seminar as an essential part of their NBRC exam preparation.

The seminar features an interactive, multi-day review structured specifically around the Therapist Multiple Choice (TMC) and Clinical Simulation (CSE) exams. Sessions focus on clinical simulation methodology, group practice, patient data analysis, equipment review, and intervention strategies, all reflecting real NBRC exam scenarios. Seminar participation includes a comprehensive review manual, rapid reference cards, and access to the Lindsey Jones online platform with practice exams, clinical simulation exercises, lectures, digital flashcards, and audio content. Students can access all review materials online for up to six months after the seminar. The experience combines faculty guidance, peer collaboration, and high-yield study tools to promote exam success and confidence.

# 11. Graduation and Program Completion Requirements

## 11.1 Graduation Checklist

To successfully graduate from the Respiratory Care Program, students must complete the following steps and provide all required documentation:

Apply for graduation by the published deadline through the college's official application process.

1. Complete all program, general education, and elective courses with a grade of C or better, totaling 120 credit hours for the Bachelor of Applied Science in Respiratory Care.

2. Fulfill all clinical rotation requirements, including completion and documentation of clinical competencies, evaluations, and attendance.
3. Maintain up-to-date immunization records, health screenings, liability insurance, and valid Basic Life Support (BLS) certification throughout the program.
4. Ensure all compliance items (background checks, drug screens, health documents) are current and have been verified.
5. Return all borrowed program or college equipment, materials, and texts.
6. Pay all outstanding fees, fines, or financial holds with the college prior to graduation.
7. Complete a Financial Aid Exit interview if applicable and required by the Financial Aid Office.
8. Schedule and attend an exit interview with the Program Director or designated faculty to review program completion, credentialing exam eligibility, job placement resources, and licensure steps.
9. Provide any additional forms or information required by the college for graduation and commencement participation.

Failure to complete or document any of these requirements can result in delayed degree conferral or ineligibility for graduation.

## 11.2 Capstone Projects or Final Assessments

The Respiratory Care Program includes the following culminating projects and exams:

- **Capstone Project:** Students complete a comprehensive research or scholarly project in their chosen specialty area, integrating evidence-based practice, clinical data analysis, and respiratory care management. This project demonstrates mastery of professional concepts and is guided by faculty mentorship.
- **Simulation and Clinical Exams:** Students participate in simulated clinical scenarios that mimic real-world respiratory therapy challenges, with evaluations based on decision-making, intervention skills, and patient management effectiveness. Simulation exams prepare students for the National Board's Clinical Simulation Exam (CSE).
- **Senior Seminar and Final Exams:** The program culminates with a senior seminar course involving advanced curriculum review, case studies, ethical discussions, and professional responsibilities. Comprehensive final exams cover all cognitive, psychomotor, and affective learning domains required for certification eligibility.
- **Research and Writing Project:** Students may be required to conduct research, compose scientific papers, or complete evidence-based practice reports to demonstrate capabilities in respiratory care scholarship and communication.

These culminating experiences are designed to ensure students graduate prepared for clinical practice, professional certification, and ongoing development within respiratory care.

## 12. Appendix & Additional Resources

### 12.1 Forms and Templates

#### 12.1 a) Essential Functions/Technical Standards

The essential abilities necessary to acquire or demonstrate competence in a discipline as complex as respiratory therapy and needed for successful completion of the program include, but are not limited to, the following guidelines:

<b>Gross Motor Skills</b>	Move within confined spaces Sit and maintain balance Stand and maintain balance Reach above shoulders Reach below waist	<b>Skills:</b> Grasp, hold, and read small instruments such as volume measuring devices. Lift medication vials to eyes to read. Record patient data in record or change the settings on equipment by turning knob and observes change(s). Squeeze suction catheter button. Squeeze
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		medication vials to empty. Write in patient chart.
<b>Fine Motor Skills</b>	Pickup objects with hands Grasp small objects with hands Write clearly and neatly with pen or pencil Type on a keyboard Pinch/squeeze or pick up objects Twist knobs with hands Possess manual dexterity for sterility and infection control purposes.	<b>Skills:</b> Change equipment settings above head and below waist. Function in an ICU environment by moving about in an ICU room in order to perform procedures on the patient. Student must also read patient chart, equipment settings, and/or equipment displays. Sit or stand to record findings.
<b>Physical Endurance</b>	Stand at client's side during procedure Sustain repetitive movements Maintain physical tolerance (continue tasks throughout a shift) Work and complete tasks at a reasonable pace	<b>Skills:</b> Bend to change equipment settings on floor, at knee level, waist level, chest level, eye level, or above head. Gather equipment and manually resuscitate patient. Make rapid adjustments if needed to ensure patient safety. Make way to patient room if an emergency is called using stairs. Turn to change settings on monitor while standing at patient bedside
<b>Physical Strength</b>	Lift 25 pounds Carry equipment/supplies Squeeze with hands (e.g., use of a manual resuscitator) Able to push/roll 60 pounds Move heavy object weighing from 10-50 pounds by using upper body strength.	<b>Skills:</b> Procedures such as CPT and CPR require that you stand, move, and perform repetitive procedures on patients throughout the day. Repeat this procedure periodically throughout a shift
<b>Mobility</b>	Twist Bend Stoop/squat Move quickly Walk and climb ladders/stools/stairs	<b>Skills:</b> Help patient up in bed and from stretcher to bed and back. Carry medications, pulse oximeter, stethoscope, or other equipment to patient room. Push ventilator or other heavy equipment from respiratory care department to patient room. Lift equipment from bed height to shelf height above chest level.
<b>Hearing</b>	Hear normal and different speaking level sounds Hear audible alarms Hear telephones Hear sounds with stethoscope (e.g., lungs and heart sounds)	<b>Skills:</b> Hear audible alarms such as a ventilator alarm. Hear overhead pages to call for emergency assistance. Listen to heart sounds to determine if heart is beating. Determine the intensity and quality of patient breath sounds in order to help determine a diagnosis. Listen to patient breath sounds to determine if patient is breathing.
<b>Visual</b>	Distinguish color Distinguish color intensity See emergency lights/lamps See object up to 20 inches away Use peripheral vision Visually assess clients	<b>Skills:</b> Confirm settings visually such as with ventilator display. Read patient chart to determine correct therapy. Read settings on monitors and other equipment. Visually assess patient color to assess for hypoxia or any changes in patient condition.
<b>Tactile</b>	Detect environmental temperature Detect temperature Feel the differences in sizes, shapes (e.g., palpate artery/vein) Feel vibrations (e.g., pulses)	<b>Skills:</b> Assess patient by feeling for pulse, temperature, tactile fremitus, edema, subcutaneous emphysema.
<b>Smell</b>	Detect odors from client Detect smoke Detect gas or noxious smells (e.g., gas leak or smoke)	<b>Skills:</b> Assess for unusual odors originating from the patient or environment requiring attention.

<b>Literacy</b>	<p>Read and interpret physicians' orders</p> <p>Read and understand written documents</p> <p>Read very fine or small print</p>	<p><b>Skills:</b> Read and interpret physician orders and or physician, therapist, and nurse's notes. Read from a computer monitor screen. Gather data accurately, and in a reasonable amount of time to ensure safe and effective patient care relative to other caregivers.</p>
<b>Arithmetic</b>	<p>Calibrate equipment</p> <p>Compute fractions</p> <p>Convert numbers to metric</p> <p>Count rates (e.g., pulses, breathing rate)</p> <p>Tell time and measure time (duration)</p> <p>Perform basic arithmetic functions add, subtract, multiply, divide</p> <p>Read and understand columns of writing (e.g., flow sheets)</p> <p>Read digital displays and graphic printouts</p> <p>Read graphs (e.g., vital sign sheets, ventilator flow)</p> <p>Read measurement marks Record numbers (chart observed parameters)</p> <p>Use a calculator</p> <p>Use measuring tools (e.g., thermometer, NIF, Peak Flow, VC)</p>	<p><b>Skills:</b> Read and interpret patient graphics charts and graphic displays. Perform basic arithmetic functions in order to calculate minute ventilation, convert temperature, correctly place graduated tubing, and other functions.</p>
<b>Emotional Stability</b>	<p>Establish therapeutic boundaries</p> <p>Provide client with appropriate emotional support</p> <p>Adapt to changing environment/stress</p> <p>Deal with the unexpected (e.g., emergency situations, trauma)</p> <p>Perform multiple responsibilities concurrently</p> <p>Show appropriate compassion through communications</p>	<p><b>Skills:</b> Provide for safe patient care despite a rapidly changing and intensely emotional environment. Perform multiple tasks concurrently such as delivering medication or oxygen in one room while performing an arterial blood gas in another (in an emergency room or general floor environment). Maintain enough composure to provide for safe effective patient care despite crisis circumstances.</p>
<b>Analytical Thinking</b>	<p>Evaluate outcomes</p> <p>Prioritize tasks</p> <p>Problem solving</p> <p>Process information</p> <p>Transfer/extrapolate knowledge from one situation to another</p> <p>Use long and short-term memory</p>	<p><b>Skills:</b> Evaluate priorities and different sources of diagnostic information to help arrive at a patient diagnosis. Appropriately evaluate data in order to notify physician and nurses when necessary</p>
<b>Critical Thinking</b>	<p>Identify cause-effect relationships</p> <p>Plan/control activities for others</p> <p>Synthesize knowledge and skills</p> <p>Sequence information</p>	<p><b>Skills:</b> Evaluate priorities and different sources of diagnostic information to help arrive at a patient diagnosis and treatment plan.</p>
<b>Interpersonal</b>	<p>Respect differences in clients</p> <p>Establish rapport with clients and coworkers</p> <p>Work effectively with physicians, staff, clients and their families</p>	<p><b>Skills:</b> Communicate effectively under any circumstance (courteous or offensive) with patients, families, doctors, nurses and other staff in order to meet therapeutic goals for the patient.</p>
<b>Communication</b>	<p>Convey information through writing</p> <p>Explain procedure(s)</p> <p>Give oral reports</p> <p>Speak clearly and distinctly</p> <p>Speak on the telephone</p>	<p><b>Skills:</b> Communicate effectively and appropriately with doctors, nurses, patients, family, and other staff in order to provide for most effective and efficient patient care.</p>

## **12.1 b) Readmission Petition Form**

**Last Name:**

**First Name:**

**MCCCKC ID#:**

**Email:**

**Phone:**

**Cumulative (Overall) GPA:**

**Semester & Year you wish to re-enter the Respiratory Care Program:**

**Please provide detailed information on WHY you stopped out of the program previously.**

**What changes have you made in your life circumstances that will facilitate successful completion of the RC program if you are re-admitted?**

## 12.1 c) Respiratory Care Program Student Contract for Performance Improvement

Student Name:

Description of Concern:

Plan of Action to Improve Performance:

The following steps must be taken to meet program objectives:

Review/Completion Date:

\_\_\_\_\_ I have read the above report and agree to follow the corrective action steps identified above.

If I fail to follow the corrective action steps listed above, I understand I may be placed on probation and/or recommended for dismissal from the program.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

- You have satisfactorily met the conditions of this contract.
- You have not satisfactorily met the conditions of this contract and are aware that you may be dismissed from the program and/or asked to take the course again.

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Instructor Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Program Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## 12.2 Academic Calendars

For the 2026–2027 academic year at Metropolitan Community College, the academic calendar is structured by quarters, with the following key dates:

### Fall Quarter 2026

- Classes Begin: September 8, 2026
- Term Census Date: September 22, 2026
- Thanksgiving Recess: November 26–27, 2026
- Classes End: November 23, 2026

## Winter Quarter 2026–27

- Classes Begin: December 1, 2026
- Winter Holiday Break: December 24, 2026 – January 1, 2027
- Classes Resume: January 2, 2027
- Martin Luther King Jr. Day: January 18, 2027
- Classes End: February 22, 2027

## Spring Quarter 2027

- Classes Begin: March 4, 2027
- Spring Recess: April 3–4, 2027
- Classes End: May 19, 2027
- MCC Graduation: To Be Announced
- Memorial Day: May 31, 2027

## Summer Quarter 2027

Start and end dates vary; refer to the official calendar for details.

Major deadlines for registration, quarter start/end, holidays, and additional important dates are posted each year on the college's website and academic advising resources. Always check the updated academic calendar each term for current schedules and deadlines.

[MCC Academic Calendar](#)

## 12.3 Frequently Asked Questions (FAQs)

### What credential will I earn when I complete the program?

Graduates will earn a Bachelor of Applied Science in Respiratory Care after successful completion of 120 credit hours, making them eligible for the NBRC national board exams.

### What national exams do I need to pass?

You must pass the NBRC Therapist Multiple Choice (TMC) examination after graduation. Passing at the lower cut score earns the CRT credential; the higher cut score makes you eligible for the Clinical Simulation Exam (CSE), which leads to the RRT credential.

### What's the cost of the program?

In-district tuition is approximately \$14,520 for the 120 required credits, plus course fees, books, clinical and liability fees, background checks, immunizations, uniform and equipment costs, and seminar fees. Out-of-district and out-of-state rates are higher and all costs are subject to change.

### How long does the program take?

The program requires four semesters of prerequisite courses (about 61 credits), followed by five consecutive semesters (including one summer term) of respiratory care courses (about 59 credits), for a total of 120 credits.

### Where do clinicals take place?

Students participate in clinical rotations at hospitals, long-term care facilities, rehabilitation centers, sleep labs, physician's offices, and other community healthcare settings across the metropolitan area.

### How do I apply to the program?

Apply to Metropolitan Community College and submit a selective admissions application, official transcripts, proof of prerequisite completion with minimum grades, background check, drug screen, and immunization records. All coursework must be completed with a C or better.

### What are the job prospects?









